


Year 9		English	Maths	Science	Art, Design and Technology	Performing Arts	Computer Science	Humanities	PE	MFL
 <p>Intent What students will cover / style of task</p>	<p>Week 1</p>	<p>Love and Hate: Exploration of theme of love and hate in extracts from <i>Romeo and Juliet</i></p> <p>Power and Conflict: Exploration of the language and structure of a persuasive speech</p>	<p>Algebra: Use of symbols Eg: Simplifying, expanding brackets, factorising</p>	<p>9.4.4 Plant minerals Explain deficiency symptoms in plants.</p> <p>Chapter 7 end of topic test</p>	<p>RM End of unit test on GC</p>	<p>Drama: To be able to demonstrate your knowledge of a play text- focusing on assessment. Students will create an information page on Blood Brothers- if in a practical space they will create one of the scenes from the play</p> <p>Music: Listening activity: Queens of the Stone age 'Make it with you' How is this contemporary rock song influenced by Blues structure? If you have an instrument at home, try putting your ideas together</p>	<p>Assessment 1. On GC covering all content covered in term so far.</p>	<p>Geography: Year 9 Assessment + Dark Tourism – Auschwitz</p> <p>History: Assessment window 1/accountant of Auschwitz</p> <p>RS: Assessment/ Christian view of crime and punishment</p>	<p>PE Term 1 Vocabulary Research Task</p> <p>(Individual Self Isolating please see your PE Google classroom folder.</p>	<p>SPANISH: School rules. Students are learning how to describe the rules in school using (no) se debe + infinitive. Students should also be able to express opinions on the rules.</p> <p>Vocabulary in box 9.6 & 9.7 in knowledge organiser.</p>
				<p>ART: (DISTORTED PORTRAITS) Students will learn and demonstrate how to apply TEXTURE to their work using a range of blending and MARK MAKING techniques.</p>						
				<p>FOOD End of unit test on GC</p>						
				<p>GRAPHICS End of unit test on GC</p>						
				<p>TEXTILES End of unit test on GC</p>						
<p>ART: (BRITISH IDENTITY) Draw patterns/ symbols and illustrations with personal meanings. Draw links to Britishness and cultural identity.</p>										

						– chord structure and bass line or chord structure and improvisation				
	Week 2	<p>Love and Hate: Exploration of theme of love and hate in extracts from <i>Romeo and Juliet</i></p> <p>Power and Conflict: Exploration of the language and structure of a persuasive speech</p>	<p>Algebra: Use of symbols Eg: Simplifying, expanding brackets, factorising</p>	<p>7.2.1 The night sky. What celestial objects make up the night sky and the structure of the solar system</p>	<p>RM Be asked to research Joining and Product lifecycle</p> <p>Reading article + quiz on GC</p> <p>ART: (DISTORTED PORTRAITS) Students will be developing their confidence with oil pastels to develop blending techniques and <u>show shape, form</u> and <u>texture</u> in their work.</p> <p>FOOD Launch on google classroom. Introduction live lesson. Quizlet sessions set on GC. Signpost to www.nutrition.org.uk</p> <p>GRAPHICS Research Pop Art, Op Art and one other Design Movement. Produce a mood/style board featuring inspirational artist's work from chosen</p>	<p>Drama: New Topic- Theatre in Education- To be able to explore real life events and interpret them in order to create believable characters</p> <p>Music: Written task – what have we learnt during this topic and how are a range of musical genres influenced by the Blues?</p>	<p>Logic Gates What the different logic gates are and how to complete truth tables</p>	<p>Geography: Dark Tourism – Auschwitz</p> <p>History: Hitler's aims/Dunkirk</p> <p>RS: Introduction to capital punishment</p>	<p>Miss Rudge's Fitness Workout</p> <p>(Individual Self Isolating students please see your PE Google classroom folder.</p>	<p>Assessment feedback and DIRT lesson</p> <p>Vocabulary in box 9.8 in knowledge organiser.</p> <p>FRENCH: The perfect tense using 'être'.</p>

				Design Movement alongside other examples of art, typography, logos, graphic design examples, illustrations, photos, colour swatches that fit in with intended style.					
				TEXTILES Launch of project on google classroom with live lesson. Mood board.					
				ART: (BRITISH IDENTITY) Use collage, stamps, stencils, or handwrite your text. This can be a word, phrase, song lyrics. Refine composition					
Implementation How content will be set	Instructions will be shared via Show My Homework and Google Classroom. All work set and links to any other subject related online learning platforms will be submitted via Google Classroom.								
Impact How/when content completion will be monitored	Reading homework KO Quiz Staff will monitor completion of tasks on Google Classroom	Mathswatch assignments monitored by teacher. Classwork posted on Google classroom and completed remotely in exercise books.	Knowledge Organisers Staff will monitor completion of tasks on Google Classroom Reading homeworks	Knowledge Organisers KO Test/ Quizzes Teacher Assessment Project Assessment End of Unit Assessment	Reading homework for Theatre in Education	Content will be completed weekly upon google classroom and can be viewed in real time via teacher.	Content will be completed weekly on google classroom with lessons scheduled on SMHW Reading homework will also be on	Completion and submission of work on Google Classroom. Application of learning to practical lessons in the future.	Work will be completed and submitted via Google Classroom. Assessment using Google Forms/ Kahoot during live lessons.

		Work completion checked by the teacher when student returns to lessons. Assessment during Google meet lessons when these take place.	*Lesson order may vary depending on classes with multiple science teachers				google classroom		Self-assessment of activities on Google Doc during live lessons. Vocab learning monitored via Quizlet.
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